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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit: *How we express ourselves***  **L2 Subject Specific Week 34**   * How people use the different familiar signs, logos and images to communicate. * To what extent visual texts are important and what happens when people do not follow them. | | | | | **Driving  Supporting xDiscipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  x**Understanding**  Interpersonal  x**Self-expressive** | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  x**Verbal-Linguistic**  Kinaesthetic  Logical-Mathematical | Musical  x **Interpersonal**  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  x Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **x**Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  - Shows understanding by explaining how visual images influence our behavior. | | | | | | **Skills:** Listening/Speaking/Observing | | | | | |
| **Materials:** Visual texts cards, masking tape, marker, white board, subject specific display, glue stick, magazines, cardboard with the bubble map and scissors. | | | | | | **Grouping**  Individual  Pairs  Small group  x**Half group**  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  x**Stations** |
| **Date: Week 34**  **(May 14th to the 17th)** | | | **Time: 45 min** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity: Divide the group in half groups.**  **Activity1: (Game: *who is the visual text expert?)*** Teacher will have the different visual texts cards first pasted in different places around the classroom. Invite children to walk around and discover what is new or what calls their attention. Give them some time to find all of them and ask them to come and sit in front of the display. Ask: what did you discover? Invite them to look at some of them and ask: what does this visual text tell you? How do you know? Do you all agree? Does anybody have another idea? Then start taping on a display with the numbers on top of each one of the visual texts found. Divide the group in two teams and explain the game.  **1**  There will be 2 teams and the idea is for the members of each team to answer the questions. Each team will have a member in each turn who chooses a number and who will turn the card and answer the question according to the visual text. Use the display to write the tallies to keep score. You can also encourage them to find a name for their team.  **Questions:** What does this visual text communicate? Have you seen these visual texts before /where? What did you/or the other person do when they saw it? Why is it important for people to follow it?  **Activity 2:** Use the subject specific display to review the unit having in mind the concepts and the lines of inquiry 2 and 3.Show some cut-outs that are visual texts and different publicity and ask: are these the same or different? How are they the same? How are they different? Which one/s of these tell you something and how do you know? What tells you that? (Image) why are they important? Then in small groups children will have time to look for visual texts in magazines and paste them on a bubble map. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**:  **Activity 1**: The winner is the team with more points. Give each team some time to discuss why visual texts are important? Then one member of each team will share.  **Activity 2:** Give children some time to reflect about their work when sharing with others having in mind: teamwork (difficulties) and the visual texts included on the bubble map. | | | | | | | | | | | |